DISCORD APPLICATION
Turning a Voice Chat Application for Gamers into a Virtual Listening Class

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Abstract

Education 4.0 brings its various impact in many fields, including in teaching area. The fast growth of innovations used in teaching pushes teachers to inevitably bring technologies to their classrooms. Technology is a bridge in education 4.0. By using technology appropriately in teaching process, students can have their own personal learning and achieve learning goals in such not-boring ways. In listening class, boredome is an avoidable moment. Having monotonous activities in listening class will affect students's attitudes and response about their learning process. Introducing a new innovation to teach listening for second semester students of a university, this research tries to explore the use of discord application in their listening classess. Discord application is used to turn a conventional listening class into a virtual listening class, a monotonous listening class into an attractive listening class , and a face-to-face listening class into online-distance listening class. The finding shows that applying discord application in their listening classes can change the students' attitude while having the listening classes. Being more active, interactive, and motivated are shown by the students in the virtual listening classes when discord application is turned on.

Keywords: listening comprehension, education 4.0, virtual class, discord application

Introduction

The emerge of technology usage in education field, especially in English Language Teaching, has clearly given a massive effect for students. In education 4,0 era, teaching and learning are hardly separated from the use of technology. Technology can really assist the teaching and learning process. The use of technlogy can be benefecial both for teacher and fos students. The use of technology as a media in teaching and learning process can be a solution for problems faced by teachers and students.

The 21st century generation continues to grow up with technology and students of this generation use technology with ease. The use of technology has changed people's abilities to access information including receive communication and has had a great impact on students' learning abilities (Pasupathi, 2013). The beneficial of the technology usage is also can be utilized for the success of students' listening comprehension. In listening comprehension, students still encounter some difficulties.

Harmer (2008) groups four general categories of listening difficulties, they are characteristics of the message, the delivery, the listener, and the environment. In listening comprehension, students are expected not only to understand the message but also to create meaning in their mind about what the speaker says. Listening comprehension is the process of understanding speech in a first or second language. With a greater understanding of language quality and the development of teaching theory, there has been recognition of the process of listening comprehension as needing greater emphasis.

Rubin (2011) explains that listening comprehension in its broadest sense; as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning and responding (collaborative

orientation); and creating meaning through involvement, imagination, and empathy (transformative orientation). Therefore, in conducting activities for listening comprehension, they tend to be interactive and interpretive activities.

In line with the emerge of technology usage, the challenge in teaching listening is also raising. The demand in choosing appropriate technologies for listening class becomes an avoidable task for teachers. An appropriate technology here means a technology which can give students the opportunity to do the processes in listening comprehension from receptiving to creating process.

Many studies have examined the effectiveness of particular technologies in producing language outcomes among students. O'Bryan and Hegelheimer (2007) studied how podcasting is an innovative way of teaching language in the classroom. Not only was the podcast viewed as an easy method by the instructor, the students also viewed podcasting as a positive tool by the students, despite the technical difficulties experienced.

Wang (2010) conducted a quasi-experimental study in China in order to determine whether the use of multimedia in "zero class hours" could lead to better listening comprehension results when compared to teaching in the traditional sense. However, the presence of technology in listening class seems to bring more advantages for the students.

This research tries to explain the use of one of the newest technology to move a conventional listening class into a virtual listening class. The use of Discord Application is a new innovation in supporting listening class, especially in education 4.0 era.

Discord Application is a voice chat application popular with gamers and streamers, that allows for Voice over Internet Protocol (VOIP) and messaging between users (Lacher, 2018). The application also allows the users to contribute by posting various listening sources. By using the application, it is hoped that the students shed the traditional role as passive receptors.

Methodology

1. Research Design
This research is a qualitative research that aims to explain the behavior of students. The case study, which is one of the designs in qualitative research (Cohen, 2007), was applied in this study. The results of qualitative research play a very important role in which these results can provide insight into a topic although it can not be generalized to the entire universe.

2. The Subject of the Research
There were 31 students who participated in this research. They were the second semester students of Class 3 of Intensive Listening Class at Tidar University.

3. Research Intruments
In collecting the data, questionniare and interview were used as the main instruments in this research. This research lasted for 8 meetings. At the end of the meeting, the students were asked to fill the questionnare. There were five questions in the questionnaire related to the use of Discord Apllication in Intensive Listening Class.

The questionnaire was a closed-questionnaire with yes or no options. In the questionnaire, it asked about the suitability of the application, the easiness of the application, whether it can help the students in the listening class or not, students' enjoyment and enthusiasm in using the application during the listening class. Beside the questionnaire, the students were also interviewed by the researcher. It was a semi-structured interview. They were asked to explain the obstacles they faced while using the application in the listening class.

4. Data Analysis

Descriptive data analysis was done in this research. For the questionnaire, the researchers classified the questionnaire results from the students according to each question. There were 5 groups according to 5 questions in the questionnaire. Once grouped, the presentation of "yes" and "no" answers was counted. After the total percentage was obtained, the results of the interview are described and interpreted descriptively. As for semi-structured interviews, analysis and data conclusions are conducted descriptively.

Findings and Discussion

1. The Use of Discord Application

Discord is basically a a voice and text communication application for online computer gamers (Lacher:2018). It is a mobile and PC application which is usually used by an online gamer group to communicate, both by voice or text message. It allows the user to directly talk, text, and also send various online sources, especially from youtube channel. Before conducting the listening class by using Discord, the researcher first created a channel namely Intensive Listening Class 3. The researcher created a voice and message channels, which will enable the students to respond by using voice or by texting.

The researcher held eight virtual meetings. Before starting the virtual class, the students were asked to download Discord on their mobile phone or laptop. Then, they joined the channel which has created before. During the virtual classes, the students were having various listening activities to engage their participation in the listening class. They were top-down and bottom-up listening activities. They were mostly engaged in many tasks which forced them to always give their respond actively. The students could also be asked to turn their microphone on and give their respond one by one. The figure of the listening channel by using Discord as as follow:
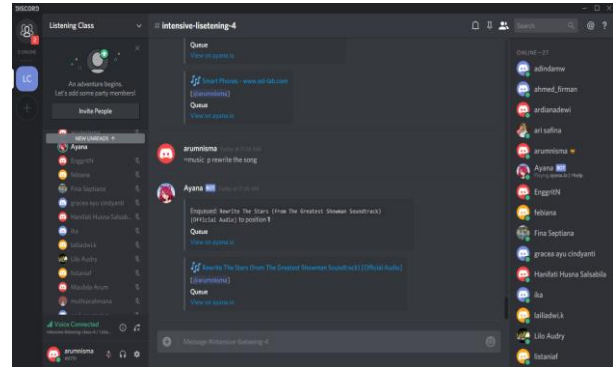

Figure 1. The listening channel created by using Discord

2. The Results of Questionnaire

After having 8 intensive virtual listening class, the students were aksed to fill in a questionnaire. The questionnaire consisted of 5 yes-no questions. The questionnaire was a closed-questionnaire with yes or no options. In the questionnaire, it asked about the suitability of the application, the easiness of the application, whether it can help the students in the listening class or not, students' enjoyment and enthusiasm in using the application during the listening class. The results of the questionnaire are shown on the table below.

Table 1. The Result of Questionnaire

Questions					
Q 1	Q 2	Q 3	Q 4	Q 5	Total
30	30	29	27	29	145
97%	97%	94%	87%	94%	

The table above represents the number of the students who respond "yes" for each question. Each question represents different aspect. Question 1 asked about the suitability of Discord used in the listening class, question 2 asked about the easiness of Discord, question 3 asked whether Discord could help them in the listening class, question 4 and 5 asked whether the students enjoyed and enthusiatic using Discord in the listening class.

For the suitability, there were 30 out of 31 students or 97% of the students stated that Discord is suitable to use in the virtual

listening class. Discord is easy to use, it is proven by the students' response for questions number 2. There were 30 out of 31 students thought that Discord is easy to apply during the virtual listening class. It means only 1 of them who faced difficulty in applying Discord. For question number 4, there were 29 students or 94% of the students stated that Discord could help them during the virtual listening class. Last but not least, most of the students enjoyed and felt enthusiastic in joining the virtual listening class by using Discord. There were 27 out of 31 students who could enjoy the virtual lsitening class and 29 out of 31 students who had high enthusiasm in applying Discord in the virtual listening class.

3. The Results of Interview

After fulfilling the questionnaire, the students then were interviewed by the researcher, They were only aksed a single question. The question itself asked whether they have difficulty in using Discord during the virtual listening class. Most of them had the same problem while using Discord. They mainly stated that having a bad internet connection could cause problem during the virtual class. There were 24 students agreed that internet connection really could impact the quality of Discord. When they had a poor internet connection, their connection to Discord might dissapear in the middle of the class. They also had problem with the quality of the voice if they could not get a strong internet connection.

While some of the students stated that they had difficulty in operating Discord at the beginning, since Discord is a new tool for them. The rest of them did not have difficulty since they were already familiar with Discord.

Conclusion

From the result of the questionnaire and interview, most of the students gave positive responses and feedbacks towards the application of Discord In the virtual listening class. Discord itself is a new tool introduced

in the listening class. Most of the students were never used Discord before.

Bringing Discord as a new technology in the listening class is kind of a challenging yet advantageous breakthrough in a conventional listening class. It has been claimed by many researchers that applying multimedia tools can develop skilled learners because multimedia can create a learning environment wherein students practise their language skills and acquire target culture. Multimedia tools such as audio,video, computers, software, and Internet materials are considered effective and authentic tools which can help L2 learners successfully apply learning in real-life contexts (Sedjiu, 2017).

Since Discord serves multimedia content, it surely can give some benefits if it is used appropriately in the listening class. It can give more opportunities for the students to be engaged and participated more actively in the listening class. In using Discord, the students willy nilly had to participate both individually or in a group. It can increase their opportunity to always be engaged during the virtual listening class.

In addition, by using Discord, the students can have a virtual listening class anywhere. It means they don't need to attend to the class or language laboratory. As long as they can get a good internet connection, they can join in the virtual listening class. Still, the internet connection has a significant role the learning process.

Moreover, having the students enthusiastic and feeling enjoyable during the listening class can not be neglected. It is not an easy task, especially in the listening class, to make the students enthusiastic during the whole learning process.

The presence of Discord in turning the conventional listening class into a virtual listening class can be a breath of fresh air in teaching listening.

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